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ABSTRACT

In changing economies, local leaders need guidance in collaborative, multicommunity approaches to problem solving. This book is comprised of three sections organized around the steps necessary to develop and manage a comprehensive leadership program. The first section describes the mechanics of organization. A series of questions is presented to help formulate a case statement outlining a problem: its scope, intended solution, time frame, and financial support. Suggestions are offered on the recruitment and selection of participants and supporters. Planning and general operations cover goals, logistics, budgeting, and evaluation. The second section, concerning program quality, addresses the learning styles of adults and the knowledge, skills, and attitudes of leaders. Teamwork is promoted through participant projects and networking activities. The third section contains materials to adapt for use at meetings, including getting acquainted activities, information and resource topics, group process skills, strategic planning scenarios, and exercises in understanding and managing change. Includes lists of suggested readings and Heartland Center publications. (JAT)

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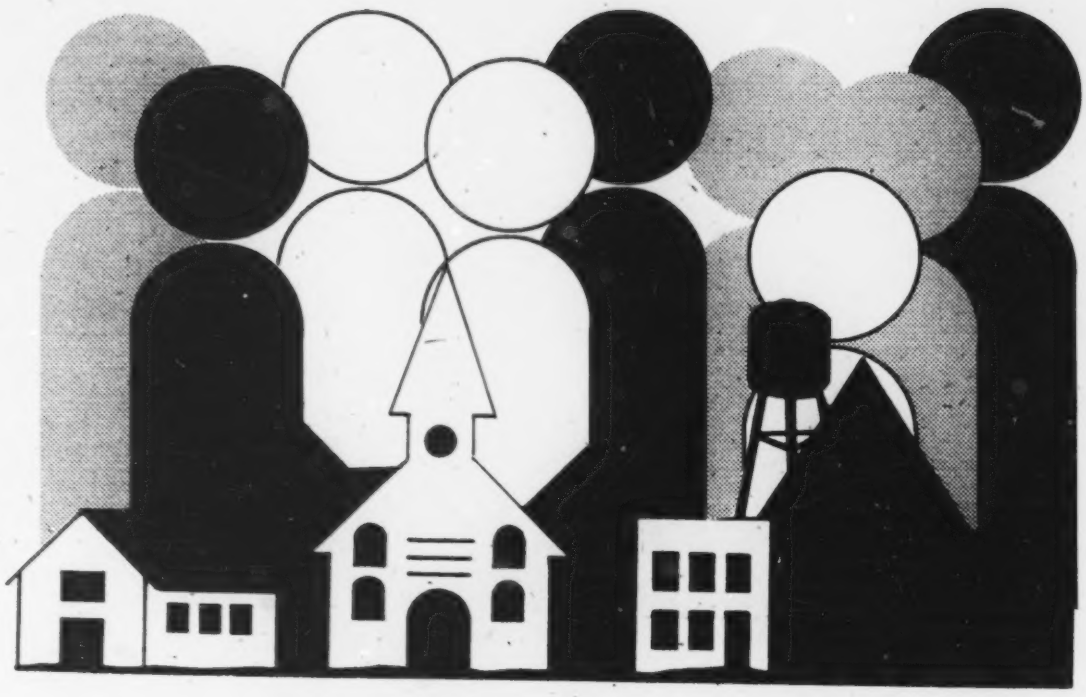

Building Local Leadership

How to Start a Program for Your Town or County

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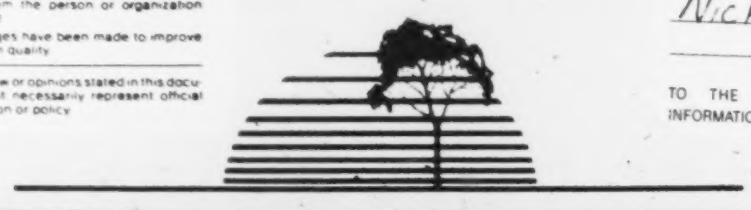

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Heartland Center for Leadership Development

Building Local Leadership

How to Start a Program for Your Town or County

By

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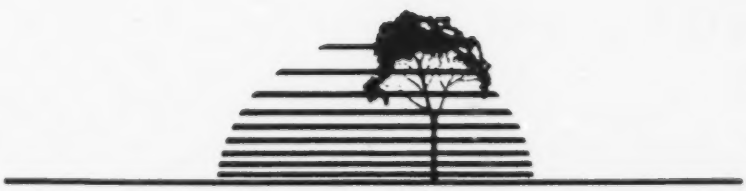

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Introduction

Faced with changing economies, many small towns are now searching for ways to cooperate and collaborate with other communities in their county or region. Leaders in these communities are often very active at the local level, but these same leaders probably need some guidance and support for working within multiple communities and jurisdictions. A leadership development program that trains leaders from several communities is a good vehicle for increasing regional cooperation.

This guidebook can help communities start a leadership development program at the town, county or regional level. Organizers may want to start a program for their town. Perhaps they want to expand the scope of an existing program to include other communities within one county. Or they may want to initiate a new program that is designed specifically as a multi-community, collaborative approach.

This guidebook can help communities start a local leadership development program at the town, county or regional level.

This guidebook emphasizes teamwork and partnership, and it assumes that several communities are sharing in the effort. This type of teamwork is not just an idealistic dream; it is a pragmatic and practical way to make the most of limited resources, including both time and money. In today's changing public arena, communities are deciding to combine human and financial resources in ways that will benefit the entire area. Although the approach outlined here will work for one town or towns in several counties, the term "county leadership program" is used commonly for simplicity.

Barriers to Collaboration

One of the first steps in this process is breaking down barriers that have prevented communities from working together in the past. It's often easier to identify such barriers than it is to list reasons to work together. For example, longtime sports rivalries may have laid the groundwork for hard feelings across community boundaries. Memories of one town receiving a grant or an award when another town was overlooked can be part of the resistance. The negative feelings may go back to a competition over the original selection of the county seat.

Whatever may be in the complex mixture of history and experience that keeps communities from working together, an early task in developing a county leadership program is to consider potential resistance. If nothing else, resistance to change means that a successful, well-planned program will take some time to get off the ground. Expecting quick results — a transformed leadership group in just a year or two — is probably unrealistic. This doesn't mean, however, that no positive results will be seen in a short period of time.

Organization of this Guidebook

The guidebook contains three sections organized around the different steps necessary to develop and manage a comprehensive leadership development program.

The first section focuses on the mechanics of organizing the program, including elements such as funding and facilities arrangements and the recruitment of participants.

The second section deals with the ways to make sure the program is worthwhile, focusing on useful content and creating a learning atmosphere that's fun and challenging.

The third section serves as a type of "tool kit" of materials that may be duplicated for use at meetings. Many of these materials can also be adapted and changed to fit unique local situations.

Section I
Getting Started: Mechanics

Section
I

Chapter One: Funding

Funding Sources

The funding for a regional or county leadership program will probably come from multiple sources:

- **grants from foundations**
- **membership fees**
- **special events**
- **revolving loan funds**
- **community foundations**
- **corporate contributions**
- **donations**
- **sales and auctions**
- **fund-raising events**
- **local or county government appropriations**

Securing long-term funding for your program is a good way to establish some longevity for the program and to create the best chance to show positive results.

Securing long-term funding for your program is a good way to establish some longevity for the program and create the best chance to show positive results. Leadership development is a critical investment for communities. Part of the challenge in securing support for a leadership development program is devising ways to make the importance and the benefits of leadership training known.

Studies have shown that pre-fund-raising activities are critical to successful results and warrant careful research and planning before fund-raising begins. It's worth the effort to educate the public — and potential contributors — to the value of the program before the first request for money is made. This is true whether the potential contributor is a foundation or a county board of commissioners.

Case Statements

The first step is the development of a "case statement" which will answer the question, "Why should I give?" The process of writing a case statement — which should be no more than a page or two — is a helpful first step in getting clear on what's intended and what's needed.

In building a case statement for your program, consider the following questions:

1. What is the current problem?

Don't just claim that current leadership is weak or inadequate. List some specific examples of "lack of leadership" or trends such as population decline or rapid growth that make the need for strong leadership more important than ever. Focus on *why* the county needs to strengthen or expand leadership.

2. What do you intend to do about it?

Here's your chance to describe how a leadership program will really improve community capacity to deal with the challenges of today and tomorrow. Be specific and concrete.

3. Who is the intended audience?

In building a case statement, consider the following questions:

1. **What is the current problem?**
2. **What do you intend to do about it?**
3. **Who is the intended audience?**
4. **What is the scope of the project?**
5. **What is the time frame involved?**
6. **Who benefits from the project and how?**
7. **What is the bottom line on the amount of money needed to make the idea become a reality?**

Strong leadership programs are inclusive, drawing from all areas, factions and diverse groups represented in the county. Don't specify an audience that is too specialized or restricted.

4. What is the scope of the project?
5. What is the time frame involved?

These two questions can be answered by examples of *how* the program might operate. For example, you might describe a series of nine workshops over a year's time. Each workshop might run for three hours and use both outside and local speakers.

6. Who benefits from the project, and how?

This is probably the most crucial question in the case statement and the one that must be tailored to meet the specific interest of each potential contributor. For example, if a request for financial support is sent to the home office of a corporation that sells a product in the county, then it makes sense to develop some benefit statements about how strengthening the leadership will improve the market for the corporation's product. In other words, insuring the development of strong leaders insures the survival and improvement of the community. That idea has to be described in a way that fits the interests of the contributor.

7. **What is the bottom line on the amount of money needed to make the idea become a reality?**

A simple and realistic budget is essential. The most difficult contribution to obtain is the first since everything that follows can be approached as a request for "matching" gifts. Get one bank to contribute and others are sure to follow!

Looking for Financial Support

After a case statement is in place, the second element to consider is identifying potential funding sources. Figuring out who does not have gift potential is as important as establishing who does. It is also useful to gather some in-depth information about specific funding targets, such as annual reports, business publications or newsletters.

Involving many people in planning your county leadership program will also help fundraising efforts.

If the funding source is an individual within the community or county, do some checking about the types of projects he or she usually supports. Letters are not as effective as face-to-face meetings. Or, if necessary, send a note and follow-up by phone. The "personal" touch is the key to gaining the contributor's trust. A strong case statement is helpful because it is something tangible that can be left behind after a personal visit.

Involving many people in planning your county leadership program will also help fund-raising efforts. Those most involved in a project will always be its most enthusiastic promoters. Highly credible, visible supporters encourage contributions. Invite these individuals to serve on the advisory committee for the program. Sometimes lending a name to an effort is as good as a money gift.

The media should also be a partner in the fund-raising efforts. Newspapers, television, radio and newsletters are excellent places to advertise facts, feature stories and progress reports in the early stages of fund-raising. As goals are met and gifts are received, the media can feature stories on contributors and run a wrap-up story when all the funds needed are raised.

The key is to look for as many sources of funding as possible and to use a creative approach. One way to do this is to devise a range of "gifts," allowing people to donate amounts ranging from $25 to several thousand. In addition, make clear that the fund-raising program will accept gifts other than money, such as donations of facilities, food, supplies or labor.

Section
I

Chapter Two: Participants and Supporters

Selecting Participants

One basic consideration, when selecting participants for the program, is *geographic representation.* When developing a county-wide program, representatives from all communities in the county need to be included. Other factors to consider when choosing participants include gender and age diversity, as well as racial or ethnic minority representation. Multiple perspectives increase the quality of the experience for participants and the reach of the program into all parts of the county.

Multiple perspectives increase the quality of the experience for participants and the reach of the program into all parts of the county.

Start by appointing a subcommittee to draft selection criteria for program participants. The criteria must be fair and equitable. Make a written list available to any individual who requests information about the selection process.

The selection committee may want to develop an application process and an application form to help equalize the selection process. Applications should be made available to all individuals in the county, using various promotional techniques to reach a variety of people. An application should include some basic information, such as:

- **Name**
- **Address**
- **Telephone Numbers**
- **Education**
- **Work Experience**
- **Volunteer Experience**

Additional information may be requested and listed as optional:

- **Age**
- **Gender**
- **Ethnic Background**

It's also appropriate to request several references or perhaps to require a "sponsor" or nominator from the community. Some applications will also request a brief statement from applicants about why they'd like to be part of the program.

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Answers to open-ended questions always make interesting reading, but it's important to remember that the answers have to be read!

Keep your format simple enough to save processing time, but complete enough so you don't have to seek additional information.

Increasing Involvement and Support

Gaining public interest in and community support for a leadership development program is vital to its success. The more you can involve community institutions such as the newspaper, churches and schools, the greater the chance for financial support and community enthusiasm.

When trying to generate interest, the rule is, "Go to them, don't make them come to you." Attend meetings of community groups to explain your leadership program. Emphasize ways for community organizations to get involved.

Ideas for expanding community involvement and support:

1. **Create opportunities at all levels of involvement.**
2. **Enhance communication, coordination and networking in the community.**
3. **Find the right method, words and people to invite others to become involved.**
4. **Anticipate who might be threatened by your program and develop a proactive strategy to deal with the situation.**
5. **Ask more than once.**

Here are some basic ideas for expanding community involvement and support:

1. Create opportunities at all levels of involvement.

Even the most basic tasks, such as stuffing envelopes or passing out flyers, should be considered important contributions. In addition, it's important to create opportunities for newcomers to serve as chairs of committees. Volunteers might not apply to the leadership program, but they'll help recruit if their initial contact is positive.

2. Enhance communication, coordination and networking in the community.

Look for opportunities to ask service clubs to co-sponsor activities or fund scholarships. Try new pairings of community institutions such as newspapers and churches, schools and businesses.

3. Find the right method, words, and people to invite others to become involved.

The most effective request to support the county leadership program will match the listener's interest. Once again, benefit statements are important. Convincing a teacher to apply will take a different angle than talking to a business owner. Appealing to an individual's self-interest is the soundest approach. This takes some analysis and requires good listening skills. Then the message can be tailored to her/his needs.

4. Anticipate who might be threatened by your program and develop a proactive strategy to deal with the situation.

Make sure you play out the "What if. . ." game and try to anticipate problems before they develop. If you can identify those who will be critics, try to recruit them for the program or at least ask their advice in advance.

5. Ask more than once.

Understand that sending out a letter or getting an article in the newspaper won't do all the recruiting necessary. Successful marketing of a new leadership program requires a *repeated* message of invitation and benefits. While some people may hear the invitation the first or second time, others won't get interested until they've received a letter, read about it in the newspaper, seen a poster and then heard a conversation in the cafe!

The most effective request to support the county leadership program will match the listener's interest. Once again benefit statements are important.

Section
I

Chapter Three: Planning and General Operations

Program Goals

It's very important that shared goals are set for developing a county leadership program. This guidebook assumes that the following goals would be appropriate for any program.

1. Create an environment in which communities can work together to combine limited resources and use available experience and expertise to benefit each community and the entire county.

2. Create a definition of *leadership* as it applies to a county and expands the definition of *community*.

3. Identify and encourage the involvement of people from various geographic, ethnic, occupational and economic segments of the county in leadership roles.

A county leadership program may have additional goals specific to a region's needs. For example, there may be a particular emphasis on youth leadership and school involvement.

Program Goals

1. **Create an environment in which communities can work together to combine limited resources and use available experience and expertise to benefit each community and the entire county.**

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Establishing Outcomes

When planning a leadership program, you should specify the outcomes you would like to achieve.

For example, one outcome of the county leadership development program might focus on specific subject areas such as group process or conflict management (*content outcome*). Another outcome might be more concerned with a particular process, such as encouraging networks and recruiting future classes (*process outcome*). Another outcome might emphasize the participants' interaction during and after the program (*relationship outcome*).

It is possible that all three of these types of outcomes will be found throughout the program. Identifying outcomes for a program can be difficult, as other members of the planning group may not agree with your viewpoint. Some people may have hidden agendas that they want to promote. It's worth the time to reach consensus before you start, however, as a way to avoid conflicts on program objectives later. When outcomes are clearly stated, it's much easier to describe the results or what will be different because of the program. That means there's a ready answer for potential contributors, as well as critics.

Logistics: Timing and Facilities

Scheduling

When planning a series of training sessions for your county leadership program, an important consideration will be the timing and dates selected for the program series. Obviously, well-known schedules such as school sports events and service club meeting nights should be avoided. Cross-check the community calendars of each town. The further in advance dates can be set the better, especially if attendance at all events will be an expectation or a requirement.

When outcomes are clearly stated, it's much easier to describe the results or what will be different because of the program.

Site

When choosing sites, strive for convenience, adequate size and an appropriate setting. For example, a room with a panoramic view of the outdoor scenery can be distracting to participants. However, the mood is often much more positive in a room with good lighting and acoustics, than in a poorly lit basement.

Facilities

Try to locate a facility where all your audiovisual needs and meal arrangements are available in the same building. Because a county leadership program involves people from a large geographic area, a centralized location that is equal distance from all directions may be important.

Another option is to rotate the site of the sessions so that the participants can become familiar with all the communities in the county. It may also be a good idea to arrange for an alternate setting in case the group size drastically increases or decreases.

Some additional considerations include:

- Special arrangements (in terms of accessibility or equipment) for disadvantaged or disabled populations
- Meal requirements for special diets
- Audiovisual needs such as overhead projectors, screens, microphones, VCR.
- Parking availability

Some facilities may require a contract and a deposit to reserve dates. Many times facility fees can be negotiated. Some facilities, such as motels, may give discounts for a series of programs or don't charge for meeting space if a meal is served. It may be possible to negotiate meal prices by setting a top limit (and making sure that total includes tax and gratuities).

If facilities and meal arrangements are very informal and you agree on them verbally, it's still a good idea to summarize the conversation. Use a letter that outlines the date, times, meal plans and a-v needs. A written agreement can be very helpful as a reminder of what was requested.

Child-Care

If programs are offered in the evening, working parents may not participate unless some type of child-care is available. In many communities, program organizers never consider the many different options that can be used to solve the child-care problem and increase participation. For example, a special contribution from a business might be used to pay for evening child-care in an existing home-based program with participants' eligibility for a "discounted" fee for a two- or three-hour stay. Church groups might be asked to contribute child-care services for participants as a way of supporting the leadership training program with various churches taking turns.

Factors in Training Session Logistics:

1. Scheduling
2. Site
3. Facilities
4. Child-Care
5. Budget
6. Evaluation

Creating a Budget

Budgets for leadership programs should include both income (participant fees, contributions and underwriting from local government, for example) and expenses. In-kind contributions can also be part of the total budget. Office space and clerical help from existing organizations such as a Chamber of Commerce can be a considerable contribution.

It's helpful to try to estimate the cost or value of resources that may be needed to develop, carry out and operate a county leadership program. These may include office equipment, office space rental, supplies, postage, telephone charges, and staff (full-time, part-time, internships or volunteers).

Here's an example of a budget for a county leadership program that will serve 30 participants (five from each of six towns) in a series of nine programs, each held on a Saturday morning at a motel meeting room in the geographic center of the county. Each participant will pay for her/his own lunch.

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Sample Budget

Income

	Cash	In-kind
Contribution of county board	$1,000	
Contribution of three service clubs	330	
Contribution of one bank in each town	300	
Donated clerical support from County Extension (100 hours @ $7)		700
Donated telephone costs from County Extension ($25 per month for one year)		300
Donated printing from School District (brochure & nine mailings)		500
Donated coffee breaks from Chamber of Commerce (Nine meetings x $30 each)		270
Total	**$1,630**	**$1,770**

Expenses

Meeting Room Rentals (Nine meetings @ $25)	$225
Training Materials Notebooks & Handouts (30 @ $25)	750
Honoraria for speakers (Six speakers @ $50)	300
Travel expenses for speakers (estimated)	150
Miscellaneous	205
Total	**$1,630**

This type of budget demonstrates the way that "in-kind" contributions can keep expenses low. For a beginning program, this budget is minimal. One expense that might be much greater as a program continues is speaker honoraria or fees. However, a business might be willing to sponsor a special speaker and, as a result, get some publicity.

Evaluation

Getting feedback from participants is the best way to improve a program. At a minimum, each program should be evaluated on site by everyone attending. For best results, evaluations should be anonymous and ask questions about both the program content and the skills of the speaker or trainer. Ask both "rating" questions (On a scale of 1 to 5, with 5 the highest, how would you rate today's program?) Also ask "open-ended" questions (One way to make the program better would be to. . .).

Participants can be asked their opinions on content, speakers, facilities, timing and program management.

Getting feedback from participants is the best way to improve a program. At a minimum, each program should be evaluated by everyone attending.

Evaluations should be summarized and used for planning the next year's program, selecting speakers, and generally improving most aspects of the program. If staff time — or lack of full-time staff — is a problem, dealing with evaluations can be an assignment that participants can take on as part of the learning experience. Summarizing the information and reporting back to the group at the beginning of the next session can be a useful exercise for participants.

An evaluation form can be very simple and direct. An example is shown on the next page.

Section
I

County Leadership Program
Participant Evaluation

Program I: Getting to Know the Region

1. Three things I really liked about the program are:

2. Three things I'd like to see changed are:

3. On a scale of 1-5, I'd rate this speaker:

1	2	3	4	5
Poor		Fair		Great

4. On a scale of 1-5, I'd rate the materials used in this program:

1	2	3	4	5
Poor		Fair		Great

5. Comments or suggestions?

Section II
Making the Program Worthwhile

Section
II

Chapter Four: Working with Adults

Adults as Learners

When designing a county leadership program, it is important to remember that adults are the target audience. Before designing a program and materials, it's helpful to become familiar with some basic adult education principles. The K-12 setting and college with 18- to 22-year-old-students are very different from a successful adult education program. Recruiting good speakers or trainers for a leadership program means finding presenters and educators who understand the differences between adult learners and other audiences.

It's helpful to become familiar with some basic adult education principles. Learning in the K-12 setting is very different from an adult education program.

There are many reasons that adults today seek out opportunities to learn. Some continue their education for personal satisfaction or to pursue a special interest. Others want to acquire a specific skill that will help them in their job. Many adults are seeking additional study because they have changed careers.

Research in the field of adult education has attempted to answer the question, *"What do we know about adults as learners?"* Here are six points to remember:

1. Adults have a need to know *why* they should learn something.

If an adult is going to invest time and energy into learning something new, he or she looks closely at the costs and benefits involved. One of the first tasks of the trainer is to show how the new knowledge or skill will directly benefit the adult in his or her life experiences. A quality training program should be designed so that it is *responsive* to the learner's needs and, at the same time, promotes specific resources and strategies to help the participant.

2. Adults have a need to be self-directing.

As full-time workers, spouses, parents, and voting citizens, adults are highly experienced at managing their own lives. Therefore, adult trainers and educators cannot simply "teach" adults as if they were children. An adult should be allowed multiple opportunities to independently direct himself or herself in the learning activities.

3. Adults have a larger amount and different quality of experience than children.

Adults define themselves in terms of their unique experiences — an adult's experience is really who he or she is. It's very important to respect and value the experience of adults and then use it as a resource for learning. The best training sessions use the participants' experiences as a basis for new learning.

4. Adults become ready to learn when they see a need in their life to perform more effectively.

Adults experience "being told" to do something as imposing on their maturity, and they often react with resentment, defensiveness and resistance. The trainer's responsibility is to present the material in a way that promotes benefits to the adult learner. If the adult can take even one lesson home and immediately apply it to his or her life, then development has taken place.

What do we know about adults as learners?

1. **Adults have a need to know why they should learn something.**
2. **Adults have a need to be self-directing.**
3. **Adults have a larger amount and different quality of experience than children.**
4. **Adults become ready to learn when they see a need in their life to perform more effectively.**
5. **Adults enter a learning experience with a life-centered orientation to learning.**
6. **Adults are motivated to learn by internal and external forces.**

5. Adults enter a learning experience with a life-centered orientation to learning.

Children have been conditioned in school to learn by subjects, and they see learning as a process of acquiring the subject matter to pass a test. But adults view learning as it applies to their lives, and they will learn the content with the intention of using it. The trainer or educator will be much more successful if she/he designs the units around tasks, problems, or life situations.

6. Adults are motivated to learn by internal and external forces.

Adults want to learn. The factors that motivate them to learn may be extrinsic, such as wage raises or promotions. However, adults are responsive to these external forces only up to the point that they are reasonably well satisfied. The more effective motivators are internal, like the need for self-esteem, power or achievement. The secret in promoting a training or education program to adults is to appeal to their desire for both job advancement and life enrichment.

Section II

Setting a Climate for Learning

The climate or the atmosphere in the session is also very important when working with adults. The facilitator should set a climate that is supportive and helpful to learning, meaning that it has several conditions.

1. A Climate of Mutual Respect

People are more open to learning if they feel respected. If adults feel they are being talked down to, embarrassed or otherwise abused, their energy is transferred from learning to dealing with those feelings.

2. A Climate of Collaboration Not Competitiveness

The participants must see themselves as mutual helpers rather than rivals. Training exercises should be designed so that participants will discover that their peers are rich resources.

Elements of an Effective Learning Climate

1. A Climate of Mutual Respect
2. A Climate of Collaboration not Competitiveness
3. A Supportive Climate
4. A Climate of Fun
5. A Humane Climate

3. A Supportive Climate

The facilitator should be a role model, encouraging and reinforcing participation. The opening activity sets the mood for establishing support relationships between participants. For example, the facilitator should model the basic rules that assume there are no stupid questions and all opinions are valued.

4. A Climate of Fun

Learning should be one of the most enjoyable things we do. Spontaneous humor should be encouraged in the learning environment. Informal dress, a flexible schedule, and get-acquainted activities all help to create an atmosphere of relaxed attention.

5. A Humane Climate

Establish a climate where people feel they are human beings, not objects. Pay attention to human needs with comfortable chairs, frequent breaks, adequate ventilation and lighting and availability of coffee or cold drinks.

*Adapted from Malcolm Knowles, "Adult Learning," Training and Development Handbook, Third Edition. New York: McGraw-Hill Book Company, (1987): 168-179.

Section
II

Chapter Five: Leadership Development

Changing Definitions of Leadership

The definition of leadership has changed dramatically in the last 25 years. Before, leadership meant knowing all the right answers. Today, it means asking the right questions!

Community leaders need to know where to get information about the region and its population.

Information and knowledge are key variables in the Age of Communication. But information is useless unless it's timely and relevant. Leaders should be expert at tapping the right databanks at the right time.

Community leaders of today are team players who believe that decisions should be made from the bottom-up rather than the top-down.

Community leaders need skills for working with groups of people and for shared decision-making.

Community leaders of today involve many people in the community development process. They are team players who believe that decisions should be made from the bottom-up rather than from the top-down. As such, they seek the opinions of those around them, encouraging broad-based participation.

Community leaders need to learn techniques for creating a shared vision of the future and systematic planning to make things happen.

Leaders are strategic thinkers and doers. They see the value of using the lessons and knowledge learned from the history of the community and combining it with a vision for the future. They have the ability to combine vision with action, guiding the members of the community through a process of making wise choices that reflect community values and exploit local strengths.

Community leaders know how to manage change.

Another important characteristic of a leader is the ability to cope with change. Today's leaders have to be aware of their own reactions to change and be able to overcome resistance to change on the part of others. Balancing the town's nay-sayers with motivating others to take on a community improvement project is a major commitment of the leader's time and effort.

Section
II

Knowledge, Skills and Attitudes

It takes skills, knowledge and attitudes to make successful community leaders. Here are the suggested general topics that can be used to build a training program.

Suggested Topics

Information about the Region and its Resources

Participants should gain a basic understanding of the county and how government and other resources work. Skills and practice in using resources such as state agencies are part of this topic.

Group Process Skills

Techniques for leading meetings, and for working with small groups to make decisions and carry out tasks should be part of the training. Basic communication skills and improving public speaking or presentations might be considered in this topic.

A clear understanding of the steps in strategic planning and how they can be applied to various community needs are important to leadership development.

Strategic Planning

A clear understanding of the steps in strategic planning and how they can be applied to various community needs — economic development, education, health care, etc. — are important to leadership development. This is the ability to use a step-by-step, systematic approach to visioning, planning and project management.

Understanding and Managing Change

Gaining an awareness of attitudes about change and the understanding of one's own strengths and weaknesses can be a significant learning experience. When combined with motivational techniques and applied to the problem of maintaining momentum in a community project, this makes for a worthwhile topic.

On the next page is a description of a leadership development program that covers these topics in a series of nine sessions, each three hours long.

Section II

Session I: Getting Acquainted

- Get acquainted activity
- Overview of the entire project
- Leadership Practices Inventory (LPI) introduced
- Each participant completes a "Self" assessment, receives three more to be completed by "Others" in the community.

Session II: Leadership Practices Inventory

- Each participant reviews and compares self-assessment with the assessment completed by others. Goals are set for improving areas of weakness.
- Group Process Skills
- Presentation on effective groups is combined with a role play demonstration.
- Homework assignment: observe and evaluate a meeting.

Session III: Group Process Skills

- Review of homework (meetings) and discussion on best meetings techniques.
- Presentation on public speaking with practice session: each participant makes a three-minute "speech" to a small group and is critiqued.
- Homework assignment: complete a questionnaire that tests knowledge of the county.

Session IV: Information about the Region

- Review of the homework questionnaire. Guest speakers or information about aspects of the region.
- Homework assignment: investigate/research some topic on the county (population, social services, law enforcement, etc.).

Session V: Analysis of Area Strengths and Weaknesses

- Presentations on information collected as part of homework assignment.
- Introduction to Strategic Planning, focus on SWOT analysis (strengths, weaknesses, opportunities & threats), building on the information about the county.
- Homework assignment: in pairs, identify and examine some type of planning activity now in place in government, organization or business.

Session VI: Strategic Planning

- Case study is used for application of six steps in strategic planning.
- Homework assignment: use strategic planning steps to complete a personal growth plan for the next five years.

Session VII: Managing Change

- Activities and discussion on changes that have been part of the county in the last 10 to 15 years.
- Homework assignment: interview a student or a senior citizen about the preferred future of the county.

Session VIII: Visioning the Future

- Discussion of homework assignments and perceptions of change.
- Activity: creating a vision of the county in ten years.
- Network and alumni events planning by the participants.

Session IX: Graduation

- Review of major topics of all sessions.
- Presentation of certificates.
- Guest speaker on leadership.

This sequence of sessions and topics is an example of one way that participants can move from personal development to leadership roles in the county. Homework assignments are an integral part of this type of design and have the benefit of keeping interest high in between sessions.

Section III of this guidebook contains sample handouts, training materials and activities for the topics described here. A bibliography is also included as a source of additional training materials and information.

Section
II

Chapter Six:
Projects by Participants

Using Projects as Learning Experiences

Most adults have had the realization that real learning comes through the application of a new skill or idea. Trying out a new communication skill, for example, is different from reading about it or listening to a presentation about communications theory. Many leadership training programs include a participant project of some type for just that reason.

Participant projects have many advantages. One obvious advantage is the application of new knowledge. A more complex dimension of application is the way new ideas and skills are combined when a project is underway. Working as part of a team is also a benefit of participant projects and is particularly helpful if the leadership program is designed to build bridges among communities. A participant project can provide a powerful lesson in working together, and it can demonstrate that a team can solve problems in ways that an individual cannot.

A participant project can provide a powerful lesson in working together and demonstrate that a team can solve problems in ways that individuals cannot.

There are also disadvantages to including participant projects as part of the leadership development program. Some adults may interpret such an assignment as distasteful "busy work." Another disadvantage is the potential for controversy related to a participant project or conflict within a team. While these may be natural side effects of community work, controversy and conflict can be very disruptive to a training program.

One way to decide whether or not to include a participant project in a training program is to consider the context of the program itself. Is this a new program in its first year or an expansion of a well-established program? Is there a history of team projects within local service clubs or is this a new and untested idea in the county? Is there any precedent for individuals from several towns working together? Is the general support for the program strong or are there many critics and nay-sayers?

Section
II

Identifying a Participant Project

Examples of participant projects that can be planned and completed in a year's time include community beautification efforts, group painting or renovation of low-income housing, recreation events for youth or seniors, special fundraising events for worthy causes, elaboration of existing community celebrations, creation of tourism materials such as brochures, special educational events like workshops, and data collection activities related to community history/heritage. These few examples demonstrate the wide variety of possibilities. In most cases, participants don't have difficulty imagining projects, but they need to make sure the project is well-defined and realistic.

If a decision is made to include participant projects in your leadership program, then careful preparations will help to insure success. Guidelines for participants on how to identify a project are very helpful. Identifying a project should require participants to do some research, assess needs and discover what activities are already underway to address the situation. Basic considerations include:

Identifying a project should require participants to do some research, assess needs and discover what activities are already underway to address the situation.

- **understanding of the problem or issue**
- **contact with others already working on the problem**
- **development of a plan of action**
- **identification of resources that might be needed**
- **evaluation to monitor progress**

Here are some questions that might form the basic guidelines for project identification.

Questions for Participants

Use these questions to identify a community improvement project that a team of other participants will work on as part of the leadership development program.

1. What is the problem or issue you plan to address? Write a single paragraph that describes the problem.

2. What activities or programs have already addressed the problem? Are others working in this area? If so, how will you interact with them? What have they learned?

3. Given the time frame of this program, what actions can your team plan to address the problem?

4. What resources — from within the county and from outside the county — might be needed? How does your team plan to access these resources?

5. How will you evaluate progress? How will you evaluate the impact of the project?

Managing Participant Projects

Participant projects usually last the entire length of the training program and sometimes continue after formal training has been completed. Keeping enthusiasm high while implementing a significant yet manageable project may be difficult.

Progress Reports

Regular reports to the training group are an important part of managing participant projects. This type of report can take the form of a brief verbal update at each training session or a written memo from each team. The regularity of the report is more important than the format since the expectation that some progress will be made is implied with a scheduled report to the whole group.

Final evaluations should also be part of the project so that participants can consider what impacts (expected or unexpected) have resulted from their efforts.

Problem-Solving

Problem-solving discussions during training sessions can also be a regular part of managing participant projects. Everyone will encounter some sort of problem, obstacle or difficulty in the course of a project. Participants can serve as consultants to each other if time is set aside for discussions of project problems. This type of sharing also reinforces the team-building aspects of participant projects.

Evaluation

Participants should be encouraged to measure progress as the project continues. This might mean setting some outcomes (expected results), working within a time line of activities, and framing reports to the group in terms of outcomes and deadlines. Final evaluations should also be part of the project so that participants can consider what impacts — expected and unexpected — have resulted from their efforts.

Good communication at each stage of activity is the key to successful management of participant projects. Sometimes participants themselves can be inventive about reports and updates. Asking each team to invent a reporting method can be a challenge that produces exchanges that are fun and interesting for the whole group.

Section
II

Chapter Seven: Networking and Alumni Activities

Creating a Network

Alumni activities have two main purposes: first, to continue personal development begun in the program and, second, to build support for the continuation of the program itself.

Personal development might take the form of a once-a-year "refresher course" for graduates that offers some advanced level of a previously covered topic. Use participants themselves as speakers on topics included in their own area of expertise. Participants who return to annual alumni workshops are those who have been changed by the training experience and want to continue their own development.

Finding ways for graduates of a leadership program to support the on-going training is almost as important as recruiting new participants.

Finding ways for graduates of a leadership development program to support the on-going training is almost as important as recruiting new participants. Alumni are the most significant sales force a training program can have. This, of course, is the reason to use good planning and on-going evaluation to make sure participants are satisfied with the training experience. Once they have completed the program, alumni should be considered the core of the program's volunteer potential.

Here are some ways that alumni can be involved in an on-going leadership development program.

- **Contribute to a newsletter**
- **Serve on the Selection Committee and other special project work groups**
- **Act as part of a speakers' bureau on the topics of leadership and the county-wide training program**
- **Help with fund-raising (sign letters, visit potential contributors, talk to elected officials)**
- **Offer testimonial statements for use in a brochure**
- **Assist in planning future programs**
- **Conduct evaluation activities and make comparisons**

Section
II

Networking Among Participants

An important benefit of a leadership development program is the enlarged circle of acquaintances and colleagues that results. Such a network can have a major impact on the way problems are solved and resources are used in a county. A network of participants is a significant factor in building collaboration among communities. The network allows individuals to cross many of the barriers mentioned in the Introduction to this Guidebook.

Some of the ways that a network can be created and supported are strictly mechanical. Include a good directory of participants that includes contact information and also some personal information about participant interests and skills.

Another basic element is structured contact. Networks don't exist on paper. Networking means contact. This contact can be in person through an annual meeting, social gathering or workshop. The contact can also be by telephone or electronic bulletin board. Telephone tree arrangements work efficiently to pass information in an orderly way. Mentor or buddy programs that create partners who have regular contact with one another over time also work well.

A network of participants is a significant factor in building collaboration among communitites.

Networks need some structure and a defined task or agenda. If the participants in a leadership development program are clear that their network has a focus, they will be much more involved and enthusiastic. Networks of alumni can be dedicated to the maintenance of the training program or they can be focused on a new topic each year.

Section
III

Resources for Programs

Section III

This Resource Section contains training activities and handouts that are linked to the leadership skills topics discussed in Chapter Two, Section II. Those topics include:

- Information and Resources
- Group Process Skills
- Strategic Planning
- Managing Change

In addition, a collection of "Get Acquainted Activities" is included. A bibliography of theory and training publications related to leadership development concludes the Resource Section.

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Get Acquainted Activities

Get acquainted activities can also be used as energizers when groups reconvene after a lunch break or as fun ways to enliven a group during a late afternoon session.

Trainers often start each workshop in a series with some type of brief, interactive "game" that helps participants get acquainted and establishes an atmosphere of informal cordiality. Such activities can also be used as energizers when groups reconvene after a lunch break or enliven a group during a late afternoon session.

The only limit is to keep the activity short. Remember that participants have different comfort levels with physical activity. Try to link the content of the activity to the content of the training. Several examples follow and can be adapted to fit the needs of most groups.

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Section III

Think of a Leader

Goals

1. To provide a content-related topic as a structure for getting acquainted.

2. To introduce a presentation on the theory of leadership.

Time Required

Five minutes for individuals to work alone, then 10 minutes for discussion in groups of three or more, then five minutes to share ideas with the whole group.

Materials

Paper and pencils, easel and newsprint or overhead for recording comments.

Directions

The facilitator asks each participant to think of a leader that he or she has known personally. Examples include teachers, coaches, relatives or employers. After a moment or so, the facilitator asks participants to consider what characteristics made that leader memorable. In other words, why did you recall that person when I asked you to think of a leader? Participants are instructed to write down at least three characteristics of the leader they thought of.

At this point, the facilitator can ask each person to introduce himself/herself and share *one* of the characteristics they wrote down. Each person in the group contributes a characteristic to the group in this way and the facilitator records the list on newsprint or an overhead.

If the group is too large to allow for individual comments, the facilitator can instruct table groups of 3-8 to share their ideas and, after about 10 minutes, can then create a list by asking each table for comments.

After the list has been created, the facilitator can summarize the activity by commenting that the list is a good start on defining the concept of community leadership. The facilitator can also use the list as an introduction to a presentation on leadership skills by asking the group to sort the characteristics by whether they are learned or innate behaviors.

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Forming New Groups

Goals

1. To increase opportunities for participants to get acquainted.

2. To combine movement and action with the task of getting acquainted.

Time Required

15-30 minutes, depending on the size of the group.

Materials

None. Sufficient room space is required so that participants can move from one small group to another.

Directions

The facilitator introduces the activity by announcing that the next few minutes will be spent in forming and reforming new groups. Directions will be given as to the size of the new groups (for example, form a trio) and a question will be posed for the new group to discuss.

Depending on the size of the group and the room, the facilitator may need to stand on a chair or use a whistle in order to be heard well enough for new groups to form.

The facilitator then directs the participants *to form trios and exchange information about a favorite relative.*

After allowing about three minutes for the trios to talk together, the facilitator gets the attention of the group and directs them *to form groups of five and talk about their last vacations.*

After about five minutes, the facilitator directs the participants *to form pairs and share something they like about their jobs or volunteer work.*

The facilitator can judge how long to let each new group talk together and how many times this activity should be repeated. Participants can be directed to share information on a variety of topics. Topics can be fun and lighthearted or specific to the content of the training.

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Section III

Silent Birthday Line

Goals

1. To create a fun activity in which participants learn about each other.

2. To demonstrate creative group problem-solving.

Time Required

No more than ten minutes, depending on the size of the group. A group of 100 can complete this activity in about four minutes.

Materials

None. Space for the entire group to line up around the room is required.

Directions

The facilitator informs the group that they are to form a single line *by order of their birthday—month and day*. It is very important at this point that the facilitator has complete silence from the group and their undivided attention.

The facilitator names one side of the room as the beginning of the line at "January 1" and opposite side of the room as the end of the line at "December 31." Participants are then instructed to arrange themselves in this line, according to birthday as quickly as possible, **BUT THAT THEY MUST ALL DO SO IN COMPLETE SILENCE.**

When the line is completed, the facilitator asks each person in turn to say her/his birthday. If some participants are in the wrong place, they can move if they choose.

After each person in the line has spoken, the facilitator congratulates the group on their speedy solution to a problem ("You folks finished in less than 3 minutes!") and comments on creative problem-solving as a good skill for leaders.

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Partner Info-Exchange

Goals

1. To assist participants in getting acquainted.

2. To focus conversation on training topics.

Time Required

15-30 minutes

Materials

None

Directions

The facilitator directs participants to spend a few moments working as an individual to answer the following question:

> My most successful experience as a leader was...**

Participants should be reminded that their recollections may be on a very small scale...helping with a 4-H program or taking charge of a specific task at work. Some participants may want to write down their answers. Allow 3-5 minutes for participants to collect their thoughts.

The facilitator then instructs participants to find a partner and exchange answers. About 15-20 minutes should be allowed for the exchange.

The facilitator then summarizes the activity by either asking for examples from volunteers or commenting on the fact that everyone has some successful experience on which to build.

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Section III

Explain Your Name

Goals

1. To provide a structure for self-introductions.

2. To share personal information in a nonthreatening atmosphere.

Time Required

About one minute per person.

Materials

None

Directions

The facilitator asks each participant to introduce himself/herself by explaining how his/her name was selected. The facilitator should model the self-introduction by saying something like:

"My name is Catherine Marie and I was named for both of my grandmothers. These were family names, but my parents changed the spelling a bit."

Each person then does a self-introduction and tells the story of how their name was selected.

Variations

Participants can be instructed to select a partner, exchange this information about names and then introduce each other to the group.

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Section III

Information & Resources Topics

A good way to learn about the assets of the county is by "scanning the environment" for any available information about history and heritage, present status and future possibilities.

The history and heritage may be incorporated into the county leadership program by arranging for a presentation by an historian or storyteller from the area.

An inventory of the county may offer excellent learning experiences as a project to be conducted by participants. The "inventory" of the county can start with assigning participants to gather basic information about the following topics:

Demographic information about the population

Some information to look for in census data includes: average or median age in the county and by community, racial breakdown, gender breakdown, and the number of people over 65 and under 18. The latter constitutes the portion of the population that is dependent (in one way or another) upon the adult working population.

An inventory of the county may offer excellent learning experiences as project to be conducted by participants.

Educational opportunities

How many elementary and high schools are in the county? What is the student population in each of these schools? Have any of these been consolidated, or do they currently share teachers or programs? What is their present and future role in each community, and what is their role in the county? Is there a community college, state college or university in the county? Are these institutions involved in community development efforts?

Recreational facilities and activities

Make a list of the various recreational facilities, both public and private, available within the county, such as parks, lakes, ball fields, hiking or biking trails, and golf courses. In addition, inventory recreational programs or activities at the local or county level. Some of these might include community baseball or softball teams, volleyball or soccer teams, dancing groups, festivals or celebrations.

Community/county image

Another activity that could be used to familiarize communities with each other is a video documentary of each community's image. Some communities have asked students from each high school in the county to develop a video of what they see as the image of their community. This is an excellent way to get the youth involved in community development. It will provide diverse perspectives about the elements the community is providing, as well as those which are missing. The videos can be showcased at a meeting with representatives from all communities in the county.

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Section III

Images of Your Community

Goals

1. To generate discussion about the positive and negative images of your community.

2. To discuss the effect these images have on actions and planning.

Time Required

30-45 minutes

Materials

Paper and pencils, newsprint and easel or chalkboard for recording, and markers or chalk.

Directions

The group leader asks participants to imagine that they are working as a team of television scriptwriters. Their task is to develop a list of negative words to describe their community to use in a forthcoming situation comedy set in a large city in New York or California. The sitcom will have characters who are former Midwesterners* accustomed to making jokes about their rural backgrounds. Each participant works alone on a list of "negative" words and then shares it with the group. The lists are recorded on newsprint for the group to view.

Then, the group leader instructs participants to imagine that they are a team of advertising copywriters who have been asked to generate a list of positive images of their town for a brochure that will be used to recruit new businesses into the community. The potential employees would be professional, highly educated individuals. Each participant again works on a list as an individual and then shares with the group. After recording these positive images, a discussion should be led to compare the two lists.

* You may want to localize geographical references to provide a more meaningful activity for participants.

Comments

This activity can be a lot of fun and can generate considerable discussion of the images of a community. It is important that the group leader offers a summary of the discussion that emphasizes the fact that negative images do adversely affect people's ability to deal with problems and must be overcome by focusing on the positive images that coexist with the negative.

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Section III

Group Process Skills

Best and Worst Groups

Goals

1. To provide a content-related activity to introduce a discussion of group process skills.

Time Required

Five minutes for individuals to work alone, then 15-20 minutes for group discussion.

Materials

Paper and pencils, easel and newsprint or overhead for recording.

Directions

The facilitator asks participants to recall the best and worst groups they've been part of. . . each person can write down several characteristics of both. The facilitator then creates a list of best and worst by dividing a newsprint sheet in half and titling each side of the paper.

After a list is created, the facilitator can lead the group in a discussion or make a presentation on the handout, "Characteristics of Effective Groups."

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Section III

Characteristics of Effective Groups

1. Members do not ignore seriously intended contributions.

Each member needs to know the effect of her/his remarks if any improvement in participation can be possible. When other members don't respond, the speaker cannot know whether:

- no one understands
- the remark was understood and others agreed
- others understood but disagreed
- others understood but thought the remark was irrelevant

When the principle of responding to contributions is followed, discussion is cumulative and the group moves together. When it's not followed, discussion becomes scattered, the same points are made over and over and members feel no progress is occurring.

Each member needs to know the effect of her/his remark so that improvement in participation can be possible.

2. Members check to make sure they know what a speaker means before they agree or disagree with a contribution.

The question, "What is meant?" should precede the question, "How do we feel about it?" In other words, understanding should come before evaluation. In an effective group, members frequently use paraphrasing and provisional summaries to clarify assumptions about what others are saying and feeling.

3. Each member speaks only for herself/himself and lets others speak for themselves.

Each member states his/her own reactions. Reactions aren't attributed to others, nor is there an impression that one person is speaking for others.

Each member reports personal reactions and opinions honestly. Members recognize that unless they are true to themselves, the group can't deal with individual feelings.

4. All contributions are viewed as belonging to the group to be used or not as the group decides.

A member who makes a suggestion does not have to defend it against other ideas. Instead, all accept responsibility for evaluating it as the "joint property" of the group.

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5. All members participate but in different and complementary ways.

When some members fulfill task functions, others carry out maintenance functions. While some are providing information, others are making sure it is understood and organized or identifying points of agreement or disagreement.

Each member doesn't always participate in exactly the same way. Instead, necessary functions are fulfilled as appropriate to an individual's interest, information and the behavior of other group members.

6. Whenever the group senses that there's difficulty in getting work done, the group tries to find out why.

Some symptoms of difficulty are excessive analysis, points repeated over and over, suggestions that are made but not considered, private conversations in subgroups, two or three individuals dominating the discussion, ideas being attacked before completely expressed and apathetic participation.

No group can avoid making decisions; the group cannot chose *whether or not* to decide, but only how to decide.

When such symptoms occur, the group shifts easily from working on the task to discussing interpersonal issues and process. This transition prevents pluralistic ignorance. For example, one member can be confused and assume that no one else shares that condition when, in fact, many others are also confused.

7. The group accepts responsibility for what it does.

No group can avoid making decisions; the group cannot choose **whether or not** to decide, but only **how** to decide. Thus, an effective group makes decisions openly and not by default.

When an effective group faces an issue, it must make a decision. The group may agree to take action or not to take action. Deciding by default not to act (for example, by avoiding discussion or a decision) has the same impact on the problem as openly deciding not to act, but it also has a negative impact on the group itself. Default decisions make group members feel a sense of failure and create tensions within the group. With each open decision, the group grows and becomes stronger and more effective.

The effective group makes decisions in different ways depending on the issue and factors such as the importance of the outcome and time available. The crucial factor is that the group has an agreement on the way decisions are made.

Section III

8. The group brings conflict into the open and deals with it.

The members recognize conflict as inevitable. They know that the choice is theirs as to whether the conflict will be open and subject to group control or hidden and out of control.

Problem behaviors in an effective group are also dealt with openly. For example, the member who continually introduces irrelevancies can get the group off task only if other members allow this to happen.

The group gives helpful information to individuals about the impact of their actions on the group. It does not, however, analyze, dissect or overwhelm any member.

The effective group makes decisions in different ways depending on the issue and factors such as the importance of the outcome and time available.

Group Behavior: Roles in Group Activities

The skilled observer can identify any number of roles that individuals assume in groups, especially in problem-solving or work groups. Facilitators should be aware of these roles, as should participants. We can also contribute to the health and productivity of a group by understanding the need for various roles and expanding our own abilities to take on new and different roles.

Task and Maintenance

One way to analyze group roles is to consider two main functions of groups: task and maintenance. Task roles are focused on the completion of an activity or achieving a final product. If too little attention is paid to task roles, the group will accomplish little, and members are likely to become frustrated and perhaps even abandon the group.

On the other hand, maintenance roles consider the emotional life of the group and provide support for the feelings of the members. These roles are also extremely important because the emotional comfort level of group members greatly influences everyone's behavior. Again, if too little attention is paid to these roles, members may leave the group because of their discomfort at unmet emotional needs.

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Section III

Examples of Task Roles

Here are some examples of behaviors that are related to task.

Initiating: Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.

Information or Opinion Seeking: Requesting facts; seeking relevant information about an issue; asking for suggestions or ideas.

Information or Opinion Giving: Offering facts; providing relevant information; stating a belief; giving suggestions or ideas.

Clarifying or Elaborating: Interpreting or reflecting ideas and suggestions; clearing up confusions; indicating alternatives and issues; giving examples.

Summarizing: Pulling together related ideas; restating suggestions after the group has discussed them; offering a decision or conclusion for the group to accept or reject.

Testing Consensus: Sending up trial balloons to see if the group is nearing a conclusion; checking with the group to see how much agreement has been reached.

If too little attention is paid to task roles, the group will accomplish little, and members are likely to become frustrated and perhaps even abandon the group.

Examples of Maintenance Roles

Here are some behaviors that are related to maintenance roles.

Encouraging: Being friendly, warm and responsive to others; accepting contributions from others; giving others an opportunity to speak; recognizing and commenting on contributions from others.

Expressing Group Feelings: Sensing feelings and moods; understanding and relating to relationships in the group; sharing one's own feelings or effect with other members.

Harmonizing: Attempting to reconcile disagreements; reducing tension through conciliation or humor; getting others to explore differences.

Compromising: Admitting errors; offering midway positions; suggesting ways to blend positions; describing points of agreement rather than differences of opinion.

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Gate-Keeping: Attempting to keep communications open; facilitating the participation of others; creating opportunities for inclusion of others.

Setting Standards: Expressing standards or norms for the group; evaluating the function of the group; describing group strengths and weaknesses.

Need for Balance

Balance is the most important consideration of group roles. Too much emphasis on task roles and emotional conflicts may not be manageable. Too much emphasis on maintenance roles and members may enjoy the group interaction but not much will be accomplished. The balance between task and maintenance is crucial.

The purpose of the group will, to some extent, determine the blend of task and maintenance roles that are necessary. For example, a work group in which members know each other well meeting to make a decision under a deadline may require almost entirely task roles. Certainly many social groups have higher needs for maintenance roles than for completing tasks.

If too little attention is paid to maintenance roles, members may leave the group because of their discomfort at unmet emotional needs.

Source: Handbook of Structured Experiences for Human Relations Training, Vol. 1, ed. Pfieffer, J. William and Jones, John E., University Associates: San Diego, California, 1974.

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Goal Setting With a Group

Goals

1. To help group members generate information that can be used in setting shared goals and planning program activities.

Time Required

1-3 hours

Materials

Pencils, index cards, newsprint, tape and markers

Directions

1. Leader introduces activity by discussing the need for a shared goal. Goals can be defined as broad, general statements of the end we want to achieve.

2. Leader asks each member to answer (use an index card) and respond to a question such as this:

> **Projecting two years into the future, what would you hope this group (or this program) has accomplished?**
>
> **Group members are encouraged to be creative and make a "wish list." Allow 5-15 minutes for this work.**

3. Leader asks individuals to share their responses in trios and come to an agreement on a list that represents their ideals. Allow 10-20 minutes for this work and ask each trio (small group) to display their list if possible.

4. When the lists are displayed or shared, the leader asks each group to report briefly on their discussion.

5. Leader then asks the large group to suggest categories that seem obvious from the list. A colored marker may be used to circle similar items in order to emphasize similarities. Allow 15-30 minutes for this analysis, depending on the number of lists.

6. Leader then asks the group to suggest possible goal statements based on the categories that have been identified. A brainstorming session can be useful at this point.

7. Subcommittees or volunteers can further refine suggested goal statements and bring these back to the large group for review at a future session.

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Checklist for an Effective Meeting

This Checklist can be used as a way to prepare for a meeting. Good planning means a better, more productive use of time and clearer understanding of both purposes and outcomes.

A. Intended Outcome

_____ Does the meeting have a clear, simple purpose?
_____ Do all participants understand and consent to the intended outcome?
_____ Should the meeting begin with a statement of purpose (What we plan to achieve at this meeting is...)?

B. Agenda

_____ Is there a structured agenda for the meeting?
_____ Should the agenda be sent out in advance?
_____ Should participants have a chance to modify the agenda?
_____ Will the agenda include:
- _____ information
- _____ decision making
- _____ planning
- _____ assigning responsibility

_____ Does each agenda item have an estimated time requirement?
_____ Is there an activity on the agenda that will involve all the participants and allow them to be heard?

C. Logistics

_____ Is the person leading the meeting prepared?
_____ Is there any need for additional promotion of the meeting?
_____ Are there any special needs that should be arranged?
_____ Is the setting appropriate?
_____ Do any of these aspects need attention/planning?
- _____ location
- _____ lighting
- _____ room temperature
- _____ acoustics/sound system
- _____ chairs/seating arrangement
- _____ refreshments
- _____ parking
- _____ child-care
- _____ audiovisual
- _____ nametags
- _____ sign-in sheets
- _____ clean-up arrangements
- _____ greeters/hostesses
- _____ handouts

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12 Skills for Leaders of Meetings

1. Be the Leader

Do not hesitate to take charge and show your interest and involvement. Use the first few minutes of the meeting to establish the climate you would like to promote during the meeting. Depending on the overall objective of the meeting, you may choose to be very official and structured, or you may allow a very informal and relaxed atmosphere.

2. Establish Ground Rules

Let people know your expectations for the meeting before it actually begins. One good idea is to mail the agenda prior to the meeting so that participants can bring materials they may need.

12 Skills for Leaders of Meetings

1. Be the Leader
2. Establish Ground Rules
3. Keep Focused
4. Keep Ramblers in Check
5. Increase Participation
6. Draw People into Participation
7. Stick to Time Limits
8. Acknowledge Peoples' "Hot Buttons"
9. Keep Conflict in Check
10. Maintain Attention
11. Be Prepared to Present
12. Thank the Group

3. Keep Focused

Keep the group fixed on the topic at hand. If you are well prepared, you should be able to stay on the subject. Be willing to interrupt conversations in order to keep the group on track.

4. Keep Ramblers in Check

If someone is getting off track, gently steer them back on course. You may try tactfully asking them to hold their idea until another time or place in the agenda.

5. Increase Participation

At the end of the discussion, ask if anyone has something to add. Lead, but remember not to run the meeting alone. Let it be known that you want input from everyone. When you ask a question, make a conscious effort to pause for a few seconds to allow for responses.

6. Draw People into Participation

Ask individuals to comment on their area of expertise. Avoid putting people on the spot who may be unprepared. Try talking to participants before the meeting and let them know you would like them to share their knowledge on a specific subject with the group during the meeting.

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7. Stick to Time Limits

Avoid running over the time you have scheduled for the meeting. A good rule to follow is to start on time and end early. Leaders who have long meetings or go over time limits on a consistent basis will receive less attention and participation than leaders who respect others' time.

8. Acknowledge Peoples' "Hot Buttons"

Try to understand the motivation behind the different meeting personalities. Avoid becoming angry if someone disagrees with you. Remember it is part of the communication process. Keep in mind that challenges are directed at ideas and not at people.

9. Keep Conflict in Check

If disruptive conflict arises between two or more meeting participants, ask them to resolve it at another place and time. If you anticipate conflict arising during the meeting, you may want to have assigned seating for participants.

A meeting is only as good as the person leading it. Prepare for a meeting in the same way as you would prepare for any other presentation.

10. Maintain Attention

If you lose attention of the group, try changing the tone or volume of your voice to get it back. Often silence is a very effective "attention getter." If it is a long meeting, you may want to plan a time for a break or at least allow time for participants to stand and stretch before continuing with the agenda.

11. Be Prepared to Present

A meeting is only as good as the person leading it. Prepare for a meeting in the same way as you would prepare for any other presentation. When developing or planning the meeting, ask a colleague you trust to review the agenda and make suggestions for improvements.

12. Thank the Group

Use the time at the end of the meeting to thank everyone for their time and set the stage for the next meeting. You may want to summarize decisions that have been made and set the date and time for the next meeting.

Adapted from "Effective Meetings -- An Overview," by Linda S. Hellerich-Tuttle Consulting Services.

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Strategic Planning Training Materials

Planning a Family Vacation

Goals

1. To provide a content-related topic that will introduce the step-by-step process of strategic planning.

2. To introduce a presentation or activity on strategic planning.

Time Required

Three to five minutes for individuals to work alone, then 10 minutes for a large group brainstorming and listing. Table discussions of about 15 minutes and a brief summary will complete the activity. Total time equals 35-40 minutes.

Materials

Paper, pencils, easel and newsprint or overhead for recording group contributions.

Directions

The facilitator asks participants to consider the actions involved in organizing and taking a family vacation. A few moments are used for individuals to jot down ideas or organize their thoughts, then all members engage in creating a list on newsprint or overhead.

After an extensive list is completed, the facilitator distributes the handout "Steps in Strategic Planning" (see page 58) and asks each table group to look at the vacation activities list and suggest which activities are examples of the various steps in strategic planning. For example, finding out how much time and money are available for the vacation would be part of Step 1, What Do We Know? Deciding on a destination would be part of Step 3, What Do We Do?

After the group list has been discussed, the facilitator can give a brief summary of strategic planning using the handout, " An Overview of Community Strategic Planning."

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Section III

Community Strategic Planning

There are a number of ideas that you and your team can adopt or adapt to your community's strategic planning process. The following is an example of how one community approached the strategic planning process.

A Community Scenario: What Happened in Prairie Crossing

Prairie Crossing is a community of 1500 located in the middle of the state. Near the confluence of two creeks and a massive grove of cottonwoods, the area is historically significant as a major stopover for pioneer wagon trains during the settlement era. A beautiful picnic area and historical monument mark the spot where deep wagon ruts can still be seen and a view of the prairie extends in all directions.

This is a town that has been closely connected to agriculture for its entire history. Crops may have changed as well as the size of farms, but the town and country connection is still strong. Three small manufacturing concerns have helped the town weather changes in the economy during the eighties but none has much potential for expansion. There are even rumors that one of the plants is in trouble and may close.

Prairie Crossing has a good school system and is a source of community pride. An unusually high number of high school graduates win scholarships. The speech and debate clubs have been on statewide television recently because of their success in competitions, and the girls volleyball team has been a big winner in the state tournament several times.

The Crossroads Cafe has long been a drawing point for the community. Known throughout the area as having the best chicken dinners around, the Cafe has recently been taken over by the third generation of the same family that has owned and managed it for over 40 years. The new manager has been trying to get financing to expand the operation but so far has been unable to raise any funds.

Even with a few shops on Main Street, the Cafe and some light manufacturing, community leaders are worried about the future. The greenhouse operation closed a year ago and the grocery, which is badly in need of building repairs, seems to be in trouble. Unsure how to respond to the changes that seem to be more and more negative each day, community leaders wonder if things will ever again be the same for Prairie Crossing.

The President of the Chamber of Commerce, a few Council members and the School Superintendent have decided that a town hall meeting might get the community united to do some thinking about the future. They'd like to use a strategic planning process to get a step-by-step effort going to improve the town and a Town Hall Meeting seems like a good place to start.

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Section III

The Town Hall Meeting

The three or four leaders who wanted to hold a Town Hall Meeting first set out to get some help. They knew that a core group of leaders was needed to make the community meeting a success. They recruited a few others and, at their first work session (held at the Cafe, over lunch) talked about who else needed to be involved. They talked about the different groups that made up their community: old timers, newcomers, students and senior citizens, homemakers and business owners, members of different churches as well as the Hispanic families in town.

They planned out ways to invite community members from each of these groups and each took an assignment for tasks ranging from phone calls to personal visits. They also picked a date and talked about how to get several service clubs to co-sponsor the Town Hall Meeting so that participation would increase. It was even decided to hold the Town Hall concurrent with the Chamber meeting so that those members would attend.

The core group decided to use the Town Hall Meeting to identify issues and find out just what the community felt was important. This would be the first event in a process they thought would take about a year. Endorsement from the town council and as many service clubs as possible seemed like a good idea so they set about making that happen as part of the advertising of the Town Hall Meeting.

The night of the event proved to be a benchmark in the history of Prairie Crossing. The High School Jazz Band played from 6:30 to 7:00 p.m. so that as people arrived and were greeted at the door, they heard the sound of music and the crowd arriving. Instead of sitting in rows, people found tables of six or eight had been set up so conversations started up as the tables filled. A quilt exhibit had also been hung in the auditorium so that early arrivals would have something to view. Refreshments were available and the atmosphere was friendly and more like a party than a community meeting.

The meeting itself was different than anything anyone from Prairie Crossing had ever attended. With only a few short remarks from the Mayor at the beginning, the crowd soon found that at each table, they were able to discuss what issues they thought faced the town. By the end of the meeting, the group had identified a lot of issues, selected a few that were most important and about 25 people had even signed up to help with a year-long strategic planning process.

Step 1: What Do We Know?

The 25 people who signed up to help with the community strategic plan soon received a call from a core group member asking them to attend a work session. The work session proved to be the first of many that were held about every two weeks. One of the first things the group did at a work session was to come up with a name for the project and from then on, they all referred to the "2020 project" so named because one member had talked about the need for "clear sight far into the future"!

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During the first several work sessions, led by members of the core group, the focus was on needs assessment that included a community survey, designed and conducted by the group. Quite a bit of help from the County Extension Agent and a high school teacher and her class helped get the survey done, but the group stayed involved.

Work sessions also had to do with identifying the strengths and weaknesses of Prairie Crossing. The group also talked about the kind of trends that were having an impact on the town. Eventually the list of trends looked like this:

External Trends: The State

- Continuing decline in the number of farms operating in the several county area through which the river runs.
- An aging population that continues to increase the number of older citizens on farms and in small towns.
- A growing market for "gourmet" vegetables.
- An increase in the demand for bottled water.
- The existence of a new state and federal program providing grants for energy efficient new business start-ups.
- A growing telecommunications industry in the state.

Internal Trends: The Community

- A shrinking traditional leadership core as more and more of the older community leaders retire.
- An increasing number of farm couples looking for off-farm work to add to their incomes.
- The continued success of a cooperative "farmers market."
- Good community participation in an emergency health services project.
- Pledges of $15,000 to the local Venture Capital Club.
- The existence of a still-solid greenhouse facility, which has not been used for the past couple of years.

Step 2: What Does It Mean?

Community work sessions also brought people together to analyze all the information that had been gathered. Looking at the issues that had been identified, the results of the community survey and the trends that they'd spent so much time talking about, the group was able to look at the community in terms of strengths and weaknesses. They also carefully considered what the threats and opportunities were that made up Prairie Crossing's future. And, not so surprisingly, as a result of this "SWOT" analysis, many members of the group learned a lot about their town.

The future began to seem different to many—just as complicated but with some possible pathways for Prairie Crossing to prosper as far ahead as the year 2020.

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All along the way, the core group worked hard to keep the community informed. That meant occasional reports to the city council, a letter to the editor of the weekly newspaper and even articles about the results of work sessions now and then. And of course, the core group as well as the larger work group, talked about their progress on the 2020 project as often as possible at the cafe, at club meetings, at church, etc.

Step 3: What Do We Do?

After collecting and digesting all this information, a work session was held to set some goals for the community's future. For this work session, members of the core group decided to specially invite the current officers of every service club in town to attend. The work session started off with a brief review of all the information gathering that had been done, including the issues, the trends and the results of the survey. Several newsprint posters had been taped to the walls and highlighted the main points of the SWOT analysis, too.

The president of the Chamber led the community group through a goal-setting activity that allowed each person to think for a bit and then share ideas in a small group, then discuss ideas with the large group. The meeting lasted about three hours and by the end of the evening, the group had set these goals for Prairie Crossing:

- Nurture new, local businesses
- Expand the leadership pool
- Develop tourism and recreation opportunities
- Stabilize existing businesses

A member of the core group agreed to write a report for the weekly newspaper that would include the goals. The representatives of the service clubs also agreed to report back to their membership about the meeting.

Step 4: How Do We Do It?

By this time about six months had passed and the core group realized that not quite as much energy and enthusiasm was available for project 2020. Attendance at the community work sessions was waning and it was obvious that it was time to rejuvenate the whole idea of planning for the future. It was time to have some fun...

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It was a well known fact that the people of Prairie Crossing supported the school and that the good education system was a real strength of the community. The Superintendent, who had been a hard-working member of the core group all along, suggested that another community-wide gathering be organized, this time at the school. The core group recruited several service clubs (this time the Extension Homemakers and the Lions took the lead) as well as the largest student organizations to plan an all day Saturday event that would follow a Friday night volleyball game at the school. After six weeks of planning and promotion with a variety of different community and school organizations each taking a piece of the day, the first "Funds for the Future" day was held.

There was a pancake breakfast, a huge Flea Market set up outside the school, afternoon games organized for small children, a potluck supper and two dances (one was a square dance for adults and one was for teens). Every club managed to think up something interesting to offer. For example, the Garden Club had a small display at the Flea Market and sold irises; the student photo club took family portraits and charged for prints to be delivered at a later date. The whole day publicized the 2020 project and when the smoke cleared about $3000 had been raised. Because each club had organized just one event, none had too much to do and the core group, by organizing a number of brown bag lunches at the Cafe, only had to coordinate things.

Now, even more people knew about the 2020 project and when the core group sent out postcard invitations to a work session, quite a few folks showed up. The core group understood that newcomers would have to get some background on the project and so they'd schedule a 30-minute "update" session before the regular meeting began, just to offer a chance for questions about the past six months.

However, the next series of work sessions proved to be the most interesting so far because the group had started to develop an action plan. Each of the four goals had a committee working on brainstorming strategies on how to accomplish it. For example, the first goal of "Nurturing New, Local Businesses" had some strategies that looked like this:

- Offer a class on entrepreneurism at the high school.
- Start a collection of "where to get help" information at the library.
- Get a survey done so a list of existing businesses can help us identify the "market niches."
- Visit a nearby town that received a grant to start a business incubator.
- Seek additional investors to the town's new Venture Capital Fund.

Working in small groups to come up with these kinds of ideas was not only fun but challenging. People left these work sessions feeling really interested and surprised at how many good ideas were expressed.

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Step 5: Who Will Do What? When?

The core group used a simple method to develop an action plan based on all the strategies that the work sessions had generated. Each committee was given the assignment to think about all the small tasks that were required for each strategy and to decide who would do what by when. For example, the idea of an entrepreneurship class at the high school involved this task list:

- visit with business teacher
- visit with 4-H leader
- call and request information from State Department of Education
- review materials from Department of Education.
- recruit business owners from town to help as guest speakers on business topics
- develop a presentation to School Board
- look for fund support to pay a teacher
- analyze best options: daytime class? Saturday workshop? Club program?

The committee members tried to think of all the steps involved and then discussed who would be the best person to take the lead on this effort, where to get other community volunteers and also talked about a time line for getting it all done. Using the who, what, when framework helped make the strategy seem doable.

Not everything went like clockwork, though. At one point there was quite a bit of disagreement about which community organization should be "in charge" of turning some good ideas into action. The problem of territory wasn't impossible to solve but the core group did have to step into the potential conflict and persevere in getting people to use common sense. Having the overall goals was a help since in the most heated confrontations, it could be seen how conflict might keep the community from achieving a goal. Communication seemed to be very, very important, too. Making sure that disagreeing individuals talked to each other (and not about each other) helped resolve differences.

Step 6: How Is It Working?

Throughout the project, the core group met for breakfast at least every other week (and usually more often!). How is it working? was the question they discussed at almost every meeting. They tried to monitor progress and adjust accordingly. At the point when committees were developing action plans for strategies to reach the community goals, the core group knew that it was vital to keep asking the question and holding up time lines and commitments in order to keep the momentum going.

It was nearly 12 months since their first Town Hall Meeting when the core group decided to offer a "Report to the Community" and publish a list of accomplishments in the paper. Quite a few results were available, such as:

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- two new small businesses had started, one in a private home and one in a town-subsidized empty building on Main Street
- a CDBG application for some senior apartments was in the works using the survey and citizen participation from the 2020 project
- the Chamber had started a Leadership Prairie Crossing program that also included several High School students
- the greenhouse was back in business with help from a new state program and some local investment
- a second and even more successful "Funds for the Future" day was held
- the Cafe was scheduled to expand and add a larger dining room that could be used for meetings
- a series of workshops for business owners was scheduled to offer information on advertising, accounting and hiring employees.

The core group has begun to discuss their retirement or perhaps replacement might be a better term. Their hope is that the cycle of collection information, analysis and discussion can be repeated in another year or two.

Certainly there seems to be enough good ideas to keep the community busy and the tangible results have been motivating. But the greatest accomplishment is the improved attitude toward the future. Many — not all, of course — community members do feel more positively about the future. Their sense that their town is special has been confirmed by their own initiative and the town's image is definitely more positive.

Not long ago, a few people from a town about 100 miles away came to visit and ask questions about how so much was accomplished in a year. The answer was simple: in the long run, you have to do it yourself.

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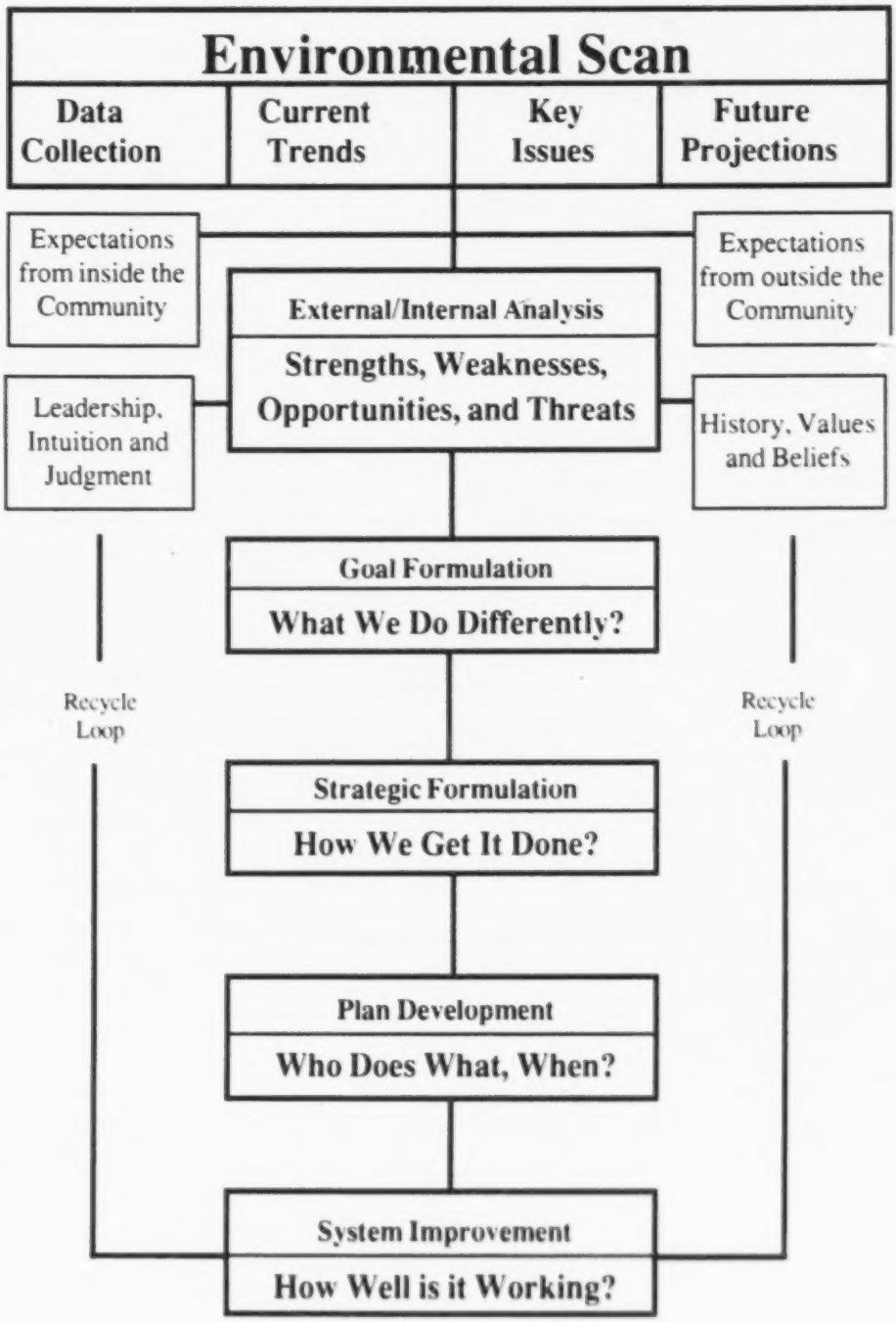
Section
III

Strategic Planning
Flow Chart



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Section III

An Overview of Community Strategic Planning

Strategic planning can be described as an **outlook**, guiding reflection on the future, or as a **discipline**, guiding action toward shaping the future.

Such planning is becoming more common in business, where highly volatile, competitive operating environments make the future uncertain and render traditional planning techniques relatively useless. The use of the term "strategies" is one distinction between traditional long-range planning and strategic planning as applied in the public sector. In a strategic planning process, **strategies are formed as responses to opportunities** or to a decision situation rather than set out in advance as long-term benchmark activities.

Strategic planning also differs from other planning approaches in that within the framework of identified opportunities, it **selects and concentrates resources**. A strategic plan will focus on the best effort possible and allow a business or a community to "take their best shot while the timing is right." The most important results of a strategic planning process are **a few well-defined, short-term strategies**, consistent with a vision for the community's future.

Community strategic planning is a *step-by-step process* to match strengths with opportunities resulting in actions framed by a vision for the future.

In the Heartland Center's **strategic leadership programs**, strategic planning techniques adopted from business have been applied to local community economic development. These techniques have been combined with a future-oriented planning perspective that helps people accommodate their local situation as it relates to images of the future in the state, nation and world.

Community strategic planning is a **step-by-step process** to match strengths with opportunities resulting in actions framed by a vision for the future. Strategic planning focuses community attention on six important questions that represent the steps in the planning process.

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Steps in Strategic Planning

Step 1: What Do We Know?

- Conduct a community assessment.
- Identify trends impacting your community's future.
- Create a shared vision for your community's future.

Step 2: What Does It Mean?

- Analyze your community's strengths and weaknesses.
- Identify both the threats and opportunities facing your town.
- Keep the community informed about all activities.

Step 3: What Do We Do?

- Broaden community involvement.
- Personally invite others to work sessions.
- Set goals that use information from the community assessment.

Step 4: How Do We Do It?

- Formulate strategies for accomplishing goals.
- Plan community appreciation activities.

Step 5: Who Will Do What? When?

- Develop an action plan.
- Assign tasks and include time lines for completion.

Step 6: How Is It Working?

- Reevaluate projects.
- Celebrate and publicize accomplishments.
- Rejuvenate the leadership pool.

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Understanding and Managing Change

Decades Brainstorm

Goals

1. To help participants discuss the images of the past, present and future that influence their thinking.

2. To increase participation within the group.

Time Required

15-30 minutes

Materials

Easel and newsprint or several chalkboards, markers or chalk.

Directions

On paper or chalkboard, group leaders list decades: 1950, 1960, 1970, 1980, 1990. Judging the beginning date by the age of the group, the leader asks participants to "brainstorm" what they remember about those years. Suggestions such as news events, songs, styles, and weather can be offered. The leader must also judge the amount of time spent on each decade list and move the group through the past to the present and then ask group members to predict what will be memorable about the future.

Comments

Because it dramatizes personal reactions and memories of changes, this activity is an excellent beginning for any group that wants to deal with the issues of change and the future. This activity can be used at the beginning of a meeting or work session to set the stage for a serious discussion or as an icebreaker that helps a group to relax and enjoy working together. It is used most effectively when the leader plans some time for comments that can serve as a transition to a longer consideration of the impacts of change.

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Rapid Change: A Brainstorming Activity

Goals

1. To engage a group in a discussion of rapid change.

2. To increase awareness of the development of attitudes toward change.

Time Required

15-30 minutes, depending on discussion

Materials

Easel and newsprint or a chalkboard, markers or chalk

Directions

The facilitator selects an example of "amazing" technology that has very quickly become commonplace, such as heart transplants that now receive very little attention in the press but were thought nearly impossible only a few years ago. Using such an example, the facilitator then leads the group in a brainstorming session to list similar examples.

When the facilitator is satisfied with the size of the group list or the time expended on the listing, a summary discussion can be developed around questions such as:

What does this list tell us about change?

How do we deal with the rapidity of change?

What makes change easy to deal with?

What makes change hard to deal with?

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Section
III

Awareness of Change

Many of the changes that we experience today are fundamental. That is, these changes are permanent and not likely to be reversed in the foreseeable future. In order to understand how these forces will impact the future, we must look at the nature of fundamental change and its implications for both communities and organizations.

These fundamental forces of change are characterized by at least three factors:

1. **Change is inevitable.**
2. **Impacts of change are overriding.**
3. **Change is truly transformational.**

Many of the changes that we experience today are fundamental. That is, these changes are permanent and not likely to be reversed in the near future.

In *The Rapids of Change*, a book written by British economist and futurist Robert Theobald, Theobald says that:

"We are being swept downstream by a torrent of change. Each year, each month, and almost very week, the landscape alters. The familiar vanishes and with it the effectiveness of the styles and tools we have used to make decisions about our lives.

"This is the overwhelming reality of our times. It challenges us at every level of our existence. It destroys the validity of many of our established patterns of behavior. It forces us to think about the process we used to avoid being surprised by unexpected events."

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Clues to Rural Community Survival

Goals

1. To engage people in recognizing and describing positive characteristics of a community.

2. To introduce discussion of the *20 Clues to Rural Community Survival.*

Time Required

45 minutes to an hour depending on discussion.

Materials

Copies of the list of *20 Clues to Rural Community Survival* for everyone.

Directions

The facilitator asks participants to write down three positive characteristics of their town that they feel are important to its success. Then, participants should write down three negative characteristics of their town that need to be addressed.

After participants have had time to write down their characteristics, the facilitator leads discussion rounds, asking people to share their ideas one at a time. The facilitator records the ideas on newsprint or chalkboard as they are spoken.

When all the ideas from the group have been shared, the facilitator distributes the *20 Clues* list and leads a discussion comparing the ideas generated by the group with the results of the *Clues* research. For example, someone in the group may say that her/his town is successful because they did a lot of work themselves, and, at the same time, they got help from as many outside agencies as they could. These points reflect two *Clues*: the willingness to seek help from the outside, and the conviction that, in the long run, you have to do it yourself.

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Section III

20 Clues to Rural Community Survival

1. Evidence of community pride.
2. Emphasis on quality in business and community life.
3. Willingness to invest in the future.
4. Participatory approach to community decision-making.
5. Cooperative community spirit.
6. Realistic appraisal of future opportunities.
7. Awareness of competitive positioning.
8. Knowledge of the physical environment.
9. Active economic development program.
10. Deliberate transition of power to a younger generation of leaders.
11. Acceptance of women in leadership roles.
12. Strong belief in and support for education.
13. Problem-solving approach to providing health care.
14. Strong multi-generational family orientation.
15. Strong presence of traditional institutions that are integral to community life.
16. Attention to sound and well-maintained infrastructure.
17. Careful use of fiscal resources.
18. Sophisticated use of information resources.
19. Willingness to seek help from the outside.
20. Conviction that, in the long run, you have to do it yourself.

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Section III

Personal Development

Personal Development can and should be part of a leadership program. Two self-assessment instruments that are widely used are the Myers-Briggs Type Indicator and the Leadership Practices Inventory.

Myers-Briggs Type Indicator

The MBTI is based on extensive research about personality differences. It focuses on how individuals can cope with others and these differences in a constructive way. The MBTI offers information about your own "type" and comparisons with others in work style, communication patterns, and decision-making. It offers a fascinating insight into behavior and is the most frequently used personality test in business and management settings.

This psychological test is carefully monitored and professionals administering the test and offering workshops must be certified to do so. Contact the Center for Application of Psychological Type (1-800-777-2278) for information about the MBTI and the names of consultants in your areas that are qualified to use the materials.

Leadership Practices Inventory

These materials include a self-assessment form and workbook that can be used in a group setting to gain insight into an individual's strengths and weaknesses in five specific areas of leadership behavior. The materials are easy to use and offer a useful way to describe and analyze the sometimes abstract concept of leadership. A complete product line of materials is available with trainer manuals and workshop design.

Information about LPI can be obtained by contacting Pfeiffer and Company at (619) 578-5900.

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Suggested Readings

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